



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

September 16, 2019

Todd Cummings  
South Bend Community Sch Corp: #7205  
215 S St Joseph St  
South Bend, IN 46601

Dear Todd Cummings,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Madison STEAM School's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$723,000.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at [dmarshall2@doe.in.gov](mailto:dmarshall2@doe.in.gov) if you have any questions.

Sincerely,

Nathan Williamson  
Director of Title Grants and Support  
Indiana Department of Education

cc: Title I Program Administrator  
SIG Coordinator  
Principal



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**Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020**  
**Cohorts 6 - 8- Transformation Model**

**Part 1: Grantee Information**

**Instructions:** Complete school and district information below.

<b>School Corporation/ Eligible Entity</b>	South Bend Comm School Corp.	<b>Corp #</b>	7205
<b>School</b>	Madison STEAM School	<b>School #</b>	7573
<b>Superintendent Name</b>	Dr. C. Todd Cummings	<b>Email</b>	<a href="mailto:ctoddcumplings@sbcsc.k12.in.us">ctoddcumplings@sbcsc.k12.in.us</a>
<b>Title I Administrator Name</b>	Darice Austin-Phillips	<b>Email</b>	<a href="mailto:daustin@sb.school">daustin@sb.school</a>
<b>Principal</b>	Deb Martin	<b>Email</b>	<a href="mailto:dmartin@sbcsc.k12.in.us">dmartin@sbcsc.k12.in.us</a>
<b>Telephone</b>	574-283-574-393-3200		
<b>SY 2019-2020 Allocation</b>	\$723,000.00		



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**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>June 6, 2019</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 8, 2019</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 8, 2019 – August 30, 2019</b>
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	<b>August 30, 2019</b>
<b>SY 18-19 Artifact Due</b>	Outcome Artifact from SY 18-19 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2019</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

<b>Federal Program Title:</b>	School Improvement Grant
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<b>CFDA Number:</b>	84.377A
<b>Award Name:</b>	School Improvement Grants
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**Instructions:** Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
Deb Martin	Principal
Amanda Choinacky	Dean of Students/Assistant Principal
Jan Henderson	First Grade Teacher
Kayle Avery	Second ELL Teacher
Cynthia Werntz	Coach/Instructional Strategist
Yvonne Kinney	Reading Coach/Instructional Strategist
Wendy Folk	Director of Primary Centers

**Part 3: LEA and School Assurances**

**Instructions:** Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

**The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding

- Collaboration with the Teachers Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental

involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.

- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

**By signing below, the LEA agrees to all assurances above and certifies the following:**

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application, the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible



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or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	07/02/2019
Title I Administrator Signature:			07/02/2019
Principal Signature		Date:	07/02/2019



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**Part 4: Achievement and Leading Indicators SY 18-19**

SIG Achievement and Leading Indicators											
Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
High School Graduation Rate	14	-	14	19	17	27	17	30		40	
College and Career Ready	24	-	24	24	25	30	33	45		45	
Math Proficiency	23	-	23	23	17	30	28	40		45	
Science Proficiency	50	-	50	50	46	50	60	65	43	65	
Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Number of students in the pool	65,700	-	65,700	65,700	65,700	65,700	65,700	65,700	65,700	65,700	
Minutes of instruction	60	-	60	60	60	90	90	120	120	120	
Minutes of instruction	90	-	90	90	90	120	120	120	120	120	
Rate of student growth	85	-	85	91	83	93.7	87.09	95	91.36	95	

	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
...s ...ancy ...as a	44	-	44	40	45	35	33	20	40	15	
...ime	0	-	0	0	0	1,800	2,119	2,000			
...	570	-	570	500	368	500	690	500	2194	1000	
...	SUS--83 EXP--0	SUS--N/AE EXP--0	SUS--83 EXP--0	SUS--75 EXP--0	SUS--50 EXP--0	SUS--45 EXP--0	SUS--34 EXP--0	SUS--30 EXP--0	SUS--349 EXP--0	SUS--100 EXP--0	SUS-- EXP--
...er ...EA's ...em	IN--NR IMP-- NR EFF-- NR HEFF-- NR	IN-- NR IMP-- NR EFF-- NR HEFF-- NR	IN-- NR IMP-- NR EFF-- NR HEFF-- NR	IN-- 0 IMP--0 EFF-- 10 HEFF-- 28	IN-- 0 IMP--0 EFF--8 HEFF--30	IN--0 IMP--0 EFF--5 HEFF--33	IN--1 IMP--2- EFF--11 HEFF--12	IN--0 IMP--0- EFF--6 HEFF--30	IN--2 IMP--5 EFF--11 HEFF--28	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
...e ...ween	93.6	-	93.6	94	94.5	94	93.5	95	82.36	95	
...rate ...0	-	-	-	90	80	95	97.5	100	82.50	100	

**\*Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

**Part 5: Analysis and Outcomes**

**Instructions: SIOT Activity:** (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Dean of Students</li> <li>• Social Worker</li> <li>• Extended Day</li> <li>• Swivel Video Taping for coaching opportunities</li> <li>• EL support</li> <li>• FOCUS 5 with teachers who returned</li> <li>• K-2 STEAM Units of Study for teachers who returned</li> </ul>	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> <li>• EL supports</li> <li>• Coaching sessions</li> <li>• Extended Days</li> <li>• Master Schedule - 2 hour LA and Math Blocks</li> <li>• Attendance</li> </ul>
<p>Opportunities:</p> <ul style="list-style-type: none"> <li>• Some implementation of Picture Perfect</li> <li>• Creation of Maker Space with opportunities for extended day</li> <li>• Students using technology for research, creating videos, sharing information, blended learning.....</li> <li>• Extended Day</li> <li>• Continue to build a data culture so that data drives instruction</li> </ul>	<p>Threats:</p> <ul style="list-style-type: none"> <li>• Mandated online Tier 2 &amp; Tier 3 intervention minutes</li> <li>• Large class sizes</li> <li>• Young Staff/# of EP's</li> <li>• Theater Teacher Position</li> <li>• High number of long term FMLA's - leaving long term unfilled positions and effected coaching opportunities</li> <li>• Went from 463 PK-4 students to 700 K-5 students</li> <li>• No collaboration/PD time</li> <li>• No STEAM Curriculum for 5th grade and no interest from the 5th grade teachers to create one</li> </ul>

- Less Title 1 supports for 2020
- Increase in OSS
- Need more coaching/team teaching in all academic areas
- Need more math supports
- PD in STEAM Units of Study for 4th and 5th grades - teacher turn over in these grades has led to poor implementation of STEAM
- Need strong Tier 1 PD instruction in all academic areas
- IREAD data shows that our students struggle with basic phonics
- Dean of Students has a limited role due to title – change to assistant principal so she can also become an instructional leader and conduct walk-throughs

**Projected Outcomes for SY 19-20**

- Create team teaching opportunities thru coaching to support young teachers and increase student achievement
- Create STEAM Units of Study for 5th grade and enforce the use of them within their curriculum
- Create webinar PD opportunities with videotaped lesson and coaching consultation as the exit ticket for PG points
- Use amended monies from 2018-2019 to create strong STEAM Units of Study
- Increase Math scores to 40% by 2020 as measured by ILEARN
- Increase Language Arts scores to 45% by 2020 as measured by ILEARN
- Decrease OSS by 50%
- Increase Coaching and PD for EP/New/Struggling Teachers by Team Teaching
- Title change for Dean of Students to Assistant Principal– will lend itself to an increase in principal and assistant principal walk-throughs thus increase teacher/administrator coaching sessions.
- Two Additional Classroom Teachers for accelerated school turnaround:
  - Affords every student additional supports in reading and math
  - Affords additional coaching opportunities to increase teacher capacity
    - The teacher can take over the classroom so the classroom teachers can visit other classrooms and watch best practice, meet for coaching sessions and/or attend professional development.

**Part 6: SIG Implementation SY 2019-2020**

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	Dr. Barbara Eason-Watkins, Michigan City Schools' Superintendent, will provide ongoing support & communication based on her proven turnaround leadership. Person Responsible: Deb Martin, Principal	Multiple Phases (Multiple Quarters)	No stipend	Increased leadership capacity by understanding & using data (1.1 Plans data driven decision making), ability to perform daily walk-throughs (2.1 Creating a culture of ethical & professional behavior; 2.3 Impacts of ethical & professional behavior), & becoming instructional leader of the school (4.1 Develop systems of support for curriculum, instruction, & assessment). This will lead to increased teacher effectiveness - as measured on their evaluation rubric (2.0 Planning instruction & designing learning experiences; 4.0 Engaging & supporting all students in learning) - as well as increased student growth & proficiency as measured by NWEA, IREAD & ILEARN..
	Assistant principal Person Responsible: Deb Martin, Principal	2019-2020 School Year	<b>\$103,530.00</b>  Salary = \$71,400 Benefits = \$32,130	Increase instructional leadership time for principal (2.1 Creating a culture of ethical & professional behavior; 2.3 Impacts of ethical & professional behavior; 4.2 Implement coherent systems of curriculum, instruction, & assessment; 4.3 Impacts coherent systems of curriculum, instruction, & assessment), which would

				lead to increased teacher effectiveness – as measured on their evaluation rubric (2.0 Planning instruction & designing learning experiences; 4.0 Engaging & supporting all students in learning) – and culminating in increased student growth & proficiency as measured by ILEARN, IREAD and NWEA Growth. Decrease Student in student discipline referrals, by assisting staff with effective classroom management systems and monthly data dives around student discipline. Although our discipline data suggested referrals increased, the Madison staff do not feel this is true, but rather enforcement of stricter policies in ensuring a discipline referral form is completed if students are sent out of the classroom.
Develop Teacher Effectiveness	Continue employment of 4 HQ Coaches Person Responsible: Deb Martin, Principal  Video tapping	Multiple Phases (Multiple Quarters)	<b>\$309,566.00</b>  Salary = \$213,494 Benefits = \$96,072	By having time to increase the number of walk-throughs and evaluations, I discovered that my staff scored more in the effective range then when I previously evaluated. As my school, has grown I also have added a significant amount of first year teachers, and 5 first year teachers have been placed in my building for the 2019-2020 school year. The SIOT Analysis revealed that the teachers felt they needed coaching and time to watch peers, instead of the renewal of 8 IA's. <i>Improve teacher effectiveness as noted on teacher evaluations (South Bend Framework for Effective Teaching, All Evaluative Domains), which will lead to increased student growth &amp; proficiency as measured by NWEA Growth, ILEARN and IREAD.</i>
Implement Comprehensive Instructional Reform Strategies	Employ (2) full-time Bilingual IRS. Person Responsible: Deb Martin, Principal	Multiple Phases (Multiple Quarters)	<b>\$57,464.00</b>  Salary = \$36,864.00 Benefits = \$20,600.00	The SIOT Analysis revealed an upcoming weakness in supporting our new incoming higher population of bilingual students. Student projections indicate a need for more support in area especially 2nd grade. This will also afford us additional braided service with our special education students. This training will then lead to increased student growth & proficiency as measured by NWEA Growth, IREAD and ILEARN.

	Employ 1 <sup>st</sup> grade and 2 <sup>nd</sup> grade HQ classroom teachers; Person Responsible: Deb Martin, Principal	Multiple Phases (Multiple Quarters)	<b>\$120,000.00</b>  Salary = \$82,760 Benefits = \$37,240	Our classroom sizes for the 2018-2019 school year in first and second grade was 29-30 students per class. Due to the large class sizes small group instruction consisted of 6-7 students, a shortened period of time, and therefore not conducted with fidelity. Coaching was also an issue, because the groups were so large, that the coaching by modeling couldn't be done with complete fidelity.  We are hoping to accomplish class sizes around 17-18 will provide quality PD thru modeling with 4 or less students in the small group. This should provide a high quality small group instruction period that can be conducted with complete fidelity. This should accomplish several goals high quality coaching/modeling for inexperienced teachers, and high quality small group instruction for our students.
	Continued part-time employment of Carie Rutkowski, SIG Coordinator. Person Responsible: Deb Martin, Principal	Multiple Phases (Multiple Quarters)	<b>\$19,400.-00</b>  Salary = \$13,000 Benefits = \$6,400	Nancy was an asset in coordinating all aspects of our SIG grant, especially the afterschool program which proved extremely beneficial to our student academic growth. Will work same calendar year as the principal. This will then lead to increased student growth & proficiency as measured by NWEA Growth, IREAD and ILEARN.
Increase Learning Time	Madison STEAM Academy will provide an extended before school learning opportunity for all students to help increase student achievement. Classroom teachers and additional support staff.	Multiple Phases (Multiple Quarters)	<b>\$51,313.00</b>  Salary = \$43,270.00	Madison's school day will start 20 minutes earlier, thus creating a two-hour LA block.



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			Benefits = \$8,043.00	
Sustain Support	Employ non-certified Behavior Interventionist Person Responsible: Deb Martin, Principal	Multiple Phases (Multiple Quarters)	<b>\$48,960.00</b> Salary = \$32,640 Benefits = \$16,320	Provide targeted assistance to students with special needs who present significant behavioral challenges. The BI has a daily schedule in the classroom but may be called upon by the administrator or Teacher of Record to intervene with a student who is demonstrating a significant behavioral issue in another part of the building.



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**Part 7: Outcome Artifact**

**Instructions:** Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts” could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

***Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.***

Madison will provide links to our professional development webinars, coaching sessions, and videos of the extended day 20-minute time period.



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**Part 8: Budget SY 2019-2020**

**Instructions:** The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

<i>[Signature]</i>	Date:	07/02/2019
<i>Christie Austin Phillips, Sr.</i>	Date:	07/02/2019
<i>Ann Martin</i>	Date:	07/02/2019

## SIG 1003g Budget SY 2019-2020

**Complete the budget below:**

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 126,030.00	\$ 36,864.00	\$ 45,283.00	\$ 20,600.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 228,777.00
21000	Support Services - Student	\$ 71,400.00	\$32,640.00	\$ 32,130.00	\$ 16,320.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 152,490.00
22100	Improvement of Instruction (Professional Development)	\$ 213,494.00	\$ -	\$ 96,072.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 309,566.00
22900	Other Support Services	\$ -	\$13,000.00	\$ -	\$ 6,400.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,400.00
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60100	Transfers (interfund)											\$ -
<b>Column Totals</b>		<b>\$ 410,924.00</b>	<b>\$82,504.00</b>	<b>\$ 173,485.00</b>	<b>\$ 43,320.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 710,233.00</b>

Indirect Cost Rate %:

1.80

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

**\$ -**

Total after deducting Property: **\$ 710,233.00**

Total Available for Indirect Costs: **\$ 12,784.19**

Amount of Indirect Cost to be used: **\$ 12,767.00**

**Grand Total After Indirect Cost: \$723,000.00**

### Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Professional Services	Other Purchase Services (travel, communication)

### SIG Staffing

**Instructions: Complete the SIG Staffing information below**

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Amanda Choinacky	Assitant Principal	Certified	1	N	N	NONE	Support students, staff, & families

Danielle Mazzocato	K-5 Literacy/Math IS/Coach	Certified	1	N	N	NONE	Highly qualified, certified teacher with extensive training in the Best Practices of reading, language arts and math. The IS will provide instructional intervention for identified students not meeting grade level proficiency in the areas of reading, comprehension, fluency, vocabulary development, phonic/phonemic awareness and math. As a Coach they will co-teach and collect data as needed.
Charity Huber	K-5 Literacy/Math IS/Coach	Certified	1	N	N	NONE	Highly qualified, certified teacher with extensive training in the Best Practices of reading, language arts and math. The IS will provide instructional intervention for identified students not meeting grade level proficiency in the areas of reading, comprehension, fluency, vocabulary development, phonic/phonemic awareness and math. As a Coach they will co-teach and collect data as needed.
Yvonne Kinney	K-5 Literacy/Math IS/Coach	Certified	1	N	N	NONE	Highly qualified, certified teacher with extensive training in the Best Practices of reading, language arts and math. The IS will provide instructional intervention for identified students not meeting grade level proficiency in the areas of reading, comprehension, fluency, vocabulary development, phonic/phonemic awareness and math. As a Coach they will co-teach and collect data as needed.

Cy Wertz	K-5 Literacy/Math IS/Coach	Non-certified	1	N	N	NONE	Highly qualified, certified teacher with extensive training in the Best Practices of reading, language arts and math. The IS will provide instructional intervention for identified students not meeting grade level proficiency in the areas of reading, comprehension, fluency, vocabulary development, phonic/phonemic awareness and math. As a Coach they will co-teach and collect data as needed.
Anna Erdel	K-5 (Bilingual IRS)	Non-Certified	1	N	N	NONE	Support staff to students, staff & increasing bilingual families Salary
TBD	K-5 (Bilingual IRS)	Non-Certified	1	N	N	NONE	Support staff to students, staff & increasing bilingual families Salary
Nancy Halterman	SIG Coordinator/Manager	Non-Certified	0.5	N	Y	NONE	Building level coordinator, assist in managing the operations of the grant funding application to the proposed program 50/50 as general fund secretary
TBD	1st Grade Teacher	Certified	1	N	N	NONE	HQ classroom teacher to reduce class sizes in grade level, supporting the critical readers at the earliest age
TBD	2nd Grade Teacher	Certified	1	N	N	NONE	HQ classroom teacher to reduce class sizes in grade level, supporting the critical readers at the earliest age
TBD	Behavior Interventionist	Non-Certified	1	N	N	NONE	Provide targeted assistance to students with special needs who present significant behavioral challenges. The BI has a daily schedule in the classroom but may be called upon by the administrator or Teacher of Record to intervene with a student who is demonstrating a significant behavioral issue in another part of the building.
All K-5 Teachers	K-5	Certified	N/A	Y	N	NONE	Stipends for before day (extended time) Salary: Hourly contract rate/.33 hr/teacher + 18% benefit/.33 hr/teacher